
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover SheetName of Principal : Mr. Hing K. Chow

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name : Monterey Vista Elementary School

(As it should appear in the official records)

School Mailing Address: 901 E. Graves Avenue

(If address is P.O. Box, also include street address)

Monterey ParkCA91755-4223

City

State

Zip Code+4 (9 digits total)

Tel. (626)307-3300Fax (626)307-3490

Website/URL _____

E-mail : hchow@garvey.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature)

Date _____

Name of Superintendent* : Dr. William V. Loose

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Garvey School DistrictTel. (626)307-3400

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature)

Date _____

Name of School Board

President/Chairperson: Mr. John T. Tran

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature)

Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 11 Elementary schools
2 Middle schools
 Junior high schools
 High schools
 Other (Briefly explain)
13 TOTAL
2. District Per Pupil Expenditure: \$7,230
Average State Per Pupil Expenditure: \$6,360

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 1 Number of years the principal has been in her/his position at this school.
1 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	27	25	52	7			
1	24	34	58	8			
2	33	39	72	9			
3	45	35	80	10			
4	26	34	60	11			
5	33	37	70	12			
6	33	37	70	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							462

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>2</u> | % White |
| <u>1</u> | % Black or African American |
| <u>34</u> | % Hispanic or Latino |
| <u>63</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 1.08%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	462
(5)	Subtotal in row (3) divided by total in row (4)	0.0108
(6)	Amount in row (5) multiplied by 100	1.08

8. Limited English Proficient students in the school: 46%
213 Total Number Limited English

Proficient

Number of languages represented: 11

Specify languages: Burmese, Cantonese, Chaozhou, English, Indonesian, Khmer, Lao, Mandarin, Pilipino, Spanish, Vietnamese.

9. Students eligible for free/reduced-priced meals: 80%

372 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.1 %
33 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 4 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 29 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 19 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 1 </u>
Paraprofessionals	<u> 2 </u>	<u> 11 </u>
Support staff	<u> 2 </u>	<u> 17 </u>
Total number	<u> 25 </u>	<u> 29 </u>

12. Average school student-“classroom teacher” ratio: 24:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.9%	97.5 %	97.8 %	97.4 %	96.9 %
Daily teacher attendance	100 %	100 %	100 %	100 %	100 %
Teacher turnover rate	NA	NA	NA	NA	NA
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	100 %

Part III – Summary

Monterey Vista is located in the city of Monterey Park and one of 11 elementary schools in the Garvey School District. The enrollment consists of 465 students in 19 regular education classes from Kindergarten through 6th grade, plus 2 Head Start classes. The student body includes diverse ethnic backgrounds with 62% Asian (Chinese, Cambodian, Indonesian, Lao, and Vietnamese), 34% Hispanic, 2% White, 1% Filipino and 1% African American. Even with the challenges of a high percentage of linguistically diverse and socio-economically disadvantage students, the school is committed to providing quality programs and services to assist all students in meeting or exceeding grade level standards. Monterey Vista is a high achieving school whose Academic Performance Index (API) has grown from 645 in 1999 to 781 in 2003. We have the highest API among the 11 elementary and 2 intermediate schools in the entire district.

Monterey Vista offers a challenging and interesting core curriculum that focuses on state content standards as well as the needs of our very diverse student population. Students benefit from a variety of enrichment and remedial programs including standards-based before and after school programs, summer school, advanced math classes, foreign language after school classes (Mandarin Chinese and Spanish), Glee Club and Bell Choir, art and crafts classes, track and cross country team, School Age Child Care, and two privately operated after school child care and tutoring programs.

The effort and dedication from the Monterey Vista teachers and staff have made the school a quality place where learning occurs. The staff is proud of our students' high test scores, and yet they view this as only a fraction of what Monterey Vista's success. The entire staff also want to brag about the positive, warm, loving and safe environment conducive to learning that is present through the school. We believe in educating and shaping the whole-child as our ever-present goal.

Parents are very supportive of the school as shown through their active participation in a variety of school, social, cultural, academic and volunteer activities. Local businesses, school district, and outside agencies also lend support by helping students meet and exceed state content standards. There is a strong commitment and partnership among all stakeholders to help every child succeed. All of these components contribute to a winning Monterey Vista Team.

Part IV- Indicators of Academic Success

Question #1

Monterey Vista students have shown steady growth in language arts and mathematics achievement in the last three years. As a result of improving academic performance, we have been awarded Title I Achieving School for two consecutive years (2001, 2002) and became eligible for application for California Distinguished School Recognition in 2003.

Student achievement is based on the STAR (Standardized Testing and Reporting) program which currently includes results from the California Achievement Test, 6th edition and the California Standards Test (CST). Prior to the year 2001, results from the Stanford Achievement Test, 9th edition (SAT-9) were included in assessment data. In the year 2001, the state adopted the CAT-6 and the CST to take the place of the SAT-9 because these norm-referenced tests are aligned to California state standards.

Student scores are reported as performance levels with percentages showing advanced (exceeding state standards), proficient (meets standards), basic (approaching standards), below basic (below standards) and far below basic (well below standards) levels.

In English Language Arts for the 2002-2003 year, students in the “proficient and advanced” levels grew to 40%, as compared to 34% in the year before. In the 2000-01 year, there were 30% of our students in the “below basic and far below basic” levels. This group decreased to 25% in the following year. Following this same trend in 2002-03, “proficient and advanced” levels increased to 45% and there was a further decline to 21% for the “below basic and far below basic” levels.

Growth patterns were similar in mathematics, with 53% of students scoring in the “proficient and advanced” levels in 2001-02 to an increase of 61% of students in this group for the 2002-03 year. In analyzing this data for the last three years, we have been pleased to see how the percentage of our students in the “proficient and advanced” levels continues to grow, while our students in the “below basic and far below basic” levels decreases.

Monterey Vista’s Academic Performance Index reached a score of 781 in 2002-03. The California Department of Education has a goal of 800 as an Academic Performance Index (API) to show schools that are providing students with a quality education. API scores can range on a scale between 200 and 1000 to indicate the academic performance and progress of individual schools in California.

In 1999-2000, our school’s API was 645 and increased to 738 in 2000-01 (93 points). In 2001-02, an API score of 743 was achieved, with a further ascent to 781 in the last year. This has been a total of 136 points since 1999.

Our school surpassed its Adequate Yearly Progress (AYP) goal with growth of 38 points in the 2002-03 year. The AYP for Monterey Vista was set for 3 points. The annual yearly growth target is determined by formulating five percent of the distance between a school’s base API and 800.

Since 1999, all numerically significant sub-groups in our school have been able to meet their growth targets (which is equal to 80% of the school’s target.) This has been important because all racial/ethnic and socio-economically disadvantaged groups need to meet their goals in order for the whole school to be identified as having met its target.

Question #2

The progress of the students and Monterey Vista School is measured using a variety of assessments. These assessments include California Achievement Test 6th edition, California Standards Test, Performance Standards Record, a locally developed assessment designed to measure K-6 student proficiency levels against a key set of California standards, and the California English Language Development Test which yields data of the performance of individual students and statistically significant groups.

The Leadership team and Monterey Vista staff meet regularly to evaluate assessment data for subgroups such as English Language Learners, Special Education Students, and socio-economic status and ethnicities. The data is used to determine if established growth targets and grade level standards in the previous year have been met and also to evaluate student progress. From this information, areas of academic strengths and weaknesses are identified, academic goals for the current year are established, and the school plan is developed. Intervention and enrichment programs and purchasing of supplementary materials and staff development activities are determined. Teachers meet to develop instructional strategies, modify and adjust curriculum, adjust pacing schedule, individualize instruction, and make other instructional decisions to enable students to meet grade level standards. New growth targets are established annually with programs and funding adjusted to reflect the needs of all statistically significant subgroups.

Question #3

Monterey Vista sets high goals for its students. These goals and expectations are shared with families at Back-to-School Night, during parent conferences, and with the posting of learning expectations from California State standards in each classroom.

Formal and informal conferences between parents, students, and teachers take place throughout the school year. During formal parent conferences which students are invited to attend, teachers explain the student's learning progress. Anchor papers and student work are presented to help identify areas of strengths and weaknesses. The results of the previous year's CAT-6 and CST are explained to help parents understand their child's performance. Learning goals for the next trimester are set and strategies are suggested to parents that can be implemented at home to reinforce the school curriculum. Informally, students are provided regular feedback on their learning progress with results of assessments shared.

Student progress is reported on standards-based report cards and weekly and monthly progress reports. The report card is available in the dominant languages of the school. Translators are available to facilitate communication.

Assessment results are communicated to members of the community through parent advisory committees such as School Site Council, English Language Advisory Committee, School Advisory Committee, and Monterey Vista PTA. The School Accountability Report Card is available to community members upon request.

Question #4

Monterey Vista understands the importance of articulating our success with other schools. Our school's achievements are shared with a range of district committees including site leadership teams, School Site Councils, school principals and administrators, and the Garvey PTA Council.

Our principal plays an important role in reporting school performance and achievement gains at district management meetings. He shares information about programs being implemented that have benefited our students. Arrangements can then be made for our staff members to present information to other schools.

At district grade level meetings, our teachers have an opportunity to discuss successful programs and strategies with colleagues from other schools. Teachers can serve as peer coaches to share instructional methods with other teachers in the district.

Our school's performance data is published in the Los Angeles Times newspaper and can also be accessed in a related website. News articles in the local *Cascade* and other-language local newspapers inform readers of academic and enrichment programs, school events and academic achievement.

In a new program to be implemented this spring, upper grade teachers and students will visit the intermediate feeder school with the goal of dialoguing with the staff/student body to ensure that our students will continue to be challenged as they move on to the intermediate school.

Part V – Curriculum and Instruction

Question #1

Monterey Vista students are engaged in a comprehensive core program with extensions of learning through extra-curricular activities.

In language arts, emphasis is on word analysis, reading comprehension, literacy response and analysis, and writing. Literature circles, choral and guided reading, word walls, onset and rimes for word analysis are just a few instructional strategies used by teachers. Houghton Mifflin is the state-adopted text used to support the language arts strands.

Number sense, algebra and functions; measurement and geometry, statistics, data analysis and probability, and mathematical reasoning are standards addressed in the state-adopted Harcourt text used in grades K-5. Sixth graders use the McDougal Littell *Mathematics Concepts and Skills* which co-ordinates with the feeder middle school. Math games, manipulatives, and visual materials are used to assist in teaching mathematical concepts. Math tutoring and math academy are available. In addition, application of math to real life situations and a chess tournament make math fun.

Students study earth, life, physical sciences, and the scientific method in science using the state-adopted text by Houghton Mifflin. Primary teachers provide thematic units in science. Learning lifecycles is brought to life by students raising silkworms and tadpoles. Primary grades grow plants as part of their science lessons. Upper grade students participate individually or in small groups using the scientific method to create projects in the annual Science Fair. Annually, fifth and sixth grade students attend Camp Oakes Outdoor Science Education in Big Bear. Students learn to value their environment, appreciate native animals, and engage in pond studies.

History, culture, ethics, geography, social and political systems, national identity, democratic heritage, values, rights, responsibilities and social science skills are studied in the state-adopted Harcourt Brace Social Studies text used by all grade levels. Yearly Cinco de Mayo, Chinese New Year and Veteran's Day assemblies bring social science to life. Students attending Camp Oakes learn about the life of the local Indian tribe of Big Bear, Indian legends and stories, and hands-on activities using native plants.

Physical education emphasizes movement skills, self-image, personal and social development. Health education includes a drug, alcohol and tobacco resistance program. Students may participate in after school programs and competitions in basketball, volleyball, and track and field. For self-image, personal and social development, fifth and 6th graders receive materials and view videos on hygiene and growing up.

English Language Development is emphasized through listening and speaking, reading, and writing activities using the Hampton Brown *Into English* program.

Monterey Vista provides a rich music program to all students. Students in grades K-2 engage in activities that emphasizes rhythms, movement, and singing. Students in grades 3-6 learn how to play musical instruments such as keyboards and recorder. Classes perform in two musical programs that are held each year. Additionally, students may participate in the school Glee Club or Bell Choir.

Question #2

The Houghton Mifflin Reading series, adopted by Monterey Vista in 2002, is a research based program that is aligned to the California State Standards. The series delivers explicit, systematic reading instruction. In kindergarten through sixth grade, reading success is ensured with a thorough development of oral language, phonemic awareness, phonics, reading fluency and comprehension. Reading selections are from award-winning authors and include selections from all genres. Literature consists of read-alouds, decodable texts, and content-area selections, all with proven student appeal. The program addresses the needs of all students with components including extra support for remediation, English Language development, and challenge activities for the advanced learners. Reading skills build on previous knowledge in the scope and sequence of the program and are revisited and strengthened throughout the grades. Comprehension strategies and skills are provided with increasing emphasis as the students move through the grades.

The program has a technology feature that allows teachers to do their lesson planning on the Houghton Mifflin Lesson Planner CD-Rom. Teachers can customize existing lessons and activities to meet the needs of their students. They can also adjust the pacing schedule of lessons to suit their class. A website is made available for teachers and parents to log onto for follow through activities.

Question #3

One area of the Monterey Vista mission statement emphasizes that students become life-long learners and productive members of a global society. To be a well-rounded person, students need to excel in not only academic subjects, but also be physically fit. The staff at Monterey Vista supports physical education because it promotes good health, self-esteem, social skills, and high academics. In order to coordinate a sequential curriculum in grades K-6, Monterey Vista implements a comprehensive physical education program with teachers having knowledge of the California Physical Education Framework at every grade level. Teachers follow a grade level matrix with lessons taught in progression. The six strands of activities include: physical activity; fitness and wellness; movement skill and movement knowledge; social development and interaction; self-image and self-realization; and individual excellence.

Students are provided with an opportunity to participate in positive community activities such as the Monterey Vista cross-country and track programs which promote fitness through stretching and interval training. Students compete in city, regional and state events. The ultimate goals of these programs are to enhance team camaraderie, community spirit, and self-image. These characteristics are essential for students to be life-long learners and productive members of a global society.

Question #4

Monterey Vista students have a broad range of academic achievements ranging from far below basic to advance. In addition, 98% of our students come from non-English speaking backgrounds. As a result, teachers implement different instructional methods to accommodate the needs of each child.

For below grade level students, peer and cross-age tutoring is utilized for one-on-one instruction. Teachers incorporate multiple strategies such as group projects, oral presentations, and hands-on learning activities to address different learning styles and cultural differences. All students are engaged in a curriculum that recognizes higher level thinking skills. Students analyze, evaluate, problem solve, synthesize, and raise questions about subject matter. Advanced students are given opportunities to excel above standards in either independent or group activities, such as research projects, that require students to use a multimedia approach. Through collaboration, students learn how to investigate and locate information.

Monterey Vista is responsive to the curricular needs of English learners. Academic instruction is presented using Specially Designed Academic Instruction in English techniques such as scaffolding, visual aids, modeling, and role-playing, use of props, realia, Total Physical Response, and technological software. Bilingual instructional assistants help provide primary language support and reinforce classroom instruction. Through hands-on activities, flexible grouping, cross-age and peer tutoring, small and whole group instruction, teachers meet the developmental needs of students.

Question #5

This year our school professional development plan is carefully focused on reading comprehension and writing strategies. One of the strategies is the use of Thinking Maps which are graphic organizers. This helps students to create patterns, causing the brain to consciously pay attention to one thing at a time and assist them in applying multiple thinking skills to complex, multi-step problems; and they are empowered to use these visual tools for transferring these skills across the disciplines.

Research-based, the eight types of Thinking Maps correspond to eight fundamental thinking processes that help students to define context, describe, compare and contrast, classify, part to whole, sequencing, cause and effect and seeing analogies. They are used as a common visual language in the students' learning community for transferring the thinking process, integrating learning, and for continuously assessing progress.

Thinking Maps have had a positive impact on student achievement. The staff has noted improvements in student reading comprehension, retention of information, and writing skills. Reading and writing scores for the first trimester have increased in the District Grade Level Assessments.

In addition, Monterey Vista also implements a Reading Counts Software Program from grades K-6. This is a student-centered reading program where students read a book from a given list and take an exam after completion. There is immediate feedback as to the result of the exam stating the number correct and appropriate student reading level. The staff have received training with this program.

For the 2003-2004 school year, the teachers will receive training on the ORCHARD Software Program. This is a tutorial program offered to students in grades K-6 in both language arts and math. The questions are standards-based and aligned with the California Achievement and Standards test. To better serve the diverse learners in our school, the teachers will be provided strategies in differentiated instruction from the Houghton Mifflin Company. They are the publishers of the current language arts series adopted by the school district.

Part VII – Assessment Results

The requirements for the State of California are as follows:

English Language Arts (3 years of California Standards test scores for Spring 2001, Spring 2002 Spring 2003 for every grade level)

Mathematics (2 years of California Standards test scores for 2002 and 2003 for every grade level and 3 years of Stanford Achievement Test, 9th edition (SAT9) scores for 1999, 2000, and 2001).

The following are some of the adjustments in my report due to the availability of information from the school district and state:

The state of California informed the schools to present performance levels in 5 categories (far basic, below basic, basic, proficient, and advanced) when possible. Some data for math are reported as basic, proficient and advanced since they were the ones available.

There are some data that are not available from the school district and state and they include the following:

- For the state scores, only the at or above proficient are available for 2002 and 2003 and none for 2001.
- Scaled Score Standard Deviation for the year 2003 only since the state does not have those data from previous years.
- Mean Scaled Scores for Language Arts for the year 2001 are from SAT 9 only and the others are from CST.

Tables 1 through Tables 15 provides the required data required by the State of California

STATE CRITERION-REFERENCED TESTS

Language Arts and Math

Grade: 2nd Grade

Test: California Standards Test

There is no publisher or publication since it is from the California State Department of Education.

Number of students in the grade in which the test was administered See Table 1 & 6 (pg. 19 & 24)

Number of students who took the test See Table 1 & 6 (pg. 19 & 24)

Language Arts for Grade 2 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	50.1
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	51.0
2. English Learners	
Scaled Score Standard Deviation	42.1

Mathematics for Grade 2 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	77
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	75.0
2. English Learners	
Scaled Score Standard Deviation	69.2

STATE CRITERION-REFERENCED TESTS

Language Arts and Math

Grade: 3rd Grade

Test: California Standards Test

There is no publisher or publication since it is from the California State Department of Education.

Number of students in the grade in which the test was administered See Table 2 & 7 (pg. 20 & 25)

Number of students who took the test See Table 2 & 7 (pg. 20 & 25)

Language Arts for Grade 3 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	52.0
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	48.9
2. English Learners	
Scaled Score Standard Deviation	45.2

Mathematics for Grade 3 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	68.7
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	63.7
2. English Learners	
Scaled Score Standard Deviation	56.4

STATE CRITERION-REFERENCED TESTS

Language Arts and Math

Grade: 4th Grade

Test: California Standards Test

There is no publisher or publication since it is from the California State Department of Education.

Number of students in the grade in which the test was administered See Table 3 & 8 (pg. 21 & 26)

Number of students who took the test See Table 3 & 8 (pg. 21 & 26)

Language Arts for Grade 4 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	53.2
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	44.1
2. English Learners	
Scaled Score Standard Deviation	47.3

Mathematics for Grade 4 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	86.2
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	72.9
2. English Learners	
Scaled Score Standard Deviation	78.8

STATE CRITERION-REFERENCED TESTS

Language Arts and Math

Grade: 5th Grade

Test: California Standards Test

There is no publisher or publication since it is from the California State Department of Education.

Number of students in the grade in which the test was administered See Table 4 & 9 (pg. 22 & 27)

Number of students who took the test See Table 4 & 9 (pg .22 & 27)

Language Arts and Math

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	46.9
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	47.2
2. English Learners	
Scaled Score Standard Deviation	39.9

Mathematics for Grade 5 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	93.1
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	93.6
2. English Learners	
Scaled Score Standard Deviation	83.8

STATE CRITERION-REFERENCED TESTS

Language Arts and Math

Grade: 6th Grade

Test: California Standards Test

There is no publisher or publication since it is from the California State Department of Education.

Number of students in the grade in which the test was administered See Table 5 & 10 (pg. 23 & 28)

Number of students who took the test See Table 5 & 10 (pg. 23 & 28)

Language Arts for Grade 6 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	48.8
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	46.9
2. English Learners	
Scaled Score Standard Deviation	37.4

Mathematics for Grade 6 (California Standards Test)

	2002-2003
Testing month	April
SCHOOL SCORES	
Scaled Score Standard Deviation	73.6
SUBGROUP SCORES	
1. Economically Disadvantaged	
Scaled Score Standard Deviation	70.8
2. English Learners	
Scaled Score Standard Deviation	70.6

Table 1: Language Arts Assessment Results for Monterey Vista School
Grade 2 California Standards Test (CST)

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
SCHOOL SCORES			
Number of students tested	74	70	64
Percent of total students tested	100%	100%	93%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	342.6	338.3	587.9
% At or above Advanced	12%	9%	6%
% At or above Proficient	43%	40%	31%
% At or above Basic	81%	74%	69%
% Below Basic	11%	19%	23%
% Far Below Basic	8%	7%	8%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	58	57	49
% of enrollment	78%	81%	71%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	335.2	335.8	585.3
% At or above Advanced	9%	7%	4%
% At or above Proficient	37%	39%	26%
% At or above Basic	77%	71%	77%
% Below Basic	14%	21%	27%
% Far Below Basic	10%	9%	6%
2. English Learners			
Number of students tested	43	37	35
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	330.5	330.7	582.1
% of enrollment	58%	53%	51%
% At or above Advanced	2%	5%	6%
% At or above Proficient	30%	35%	29%
% At or above Basic	79%	65%	66%
% Below Basic	12%	24%	26%
% Far Below Basic	9%	11%	9%
STATE SCORES			
% At or Above Proficient	36%	32%	NA

Table 2: Language Arts Assessments for Monterey Vista School
Grade 3 California Standards Test (CST)

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
SCHOOL SCORES			
Number of students tested	65	63	60
Percent of total students tested	100%	97%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	337.3	320.5	596.6
% At or above Advanced	9%	10%	5%
% At or above Proficient	46%	34%	18%
% At or above Basic	71%	56%	53%
% Below Basic	20%	22%	27%
% Far Below Basic	9%	22%	20%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	50	49	53
% of enrollment	77%	75%	88%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	327.4	307.3	593.1
% At or above Advanced	4%	6%	4%
% At or above Proficient	40%	24%	17%
% At or above Basic	64%	48%	51%
% Below Basic	24%	24%	26%
% Far Below Basic	12%	27%	23%
2. English Learners			
Number of students tested	27	35	28
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	317.7	303.2	576.9
% of enrollment	42%	54%	47%
% At or above Advanced	0%	9%	0%
% At or above Proficient	33%	23%	0%
% At or above Basic	59%	46%	39%
% Below Basic	22%	23%	29%
% Far Below Basic	19%	31%	32%
STATE SCORES			
% At or Above Proficient	33%	34%	NA

Table 3: Language Arts Assessment Results for Monterey Vista
Grade 4 California Standards Test (CST)

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
SCHOOL SCORES			
Number of students tested	64	62	64
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	339.7	333.7	643.8
% At or above Advanced	19%	11%	19%
% At or above Proficient	38%	38%	36%
% At or above Basic	76%	73%	70%
% Below Basic	20%	16%	22%
% Far Below Basic	5%	10%	8%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	50	51	54
% of enrollment	78%	80%	77%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	327.8	331.6	639.6
% At or above Advanced	10%	12%	17%
% At or above Proficient	28%	37%	34%
% At or above Basic	74%	70%	65%
% Below Basic	20%	20%	26%
% Far Below Basic	6%	10%	9%
2. English Learners			
Number of students tested	33	28	26
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	329.7	319.6	624.6
% of enrollment	52%	44%	37%
% At or above Advanced	9%	0%	4%
% At or above Proficient	30%	21%	19%
% At or above Basic	75%	64%	57%
% Below Basic	18%	21%	35%
% Far Below Basic	6%	14%	8%
STATE SCORES			
% At or Above Proficient	39%	36%	NA

Table 4

Language Arts Assessment Results for Monterey Vista School
Grade 5 California Standards Test (CST)

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
SCHOOL SCORES			
Number of students tested	69	65	76
% of enrollment	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	345.9	343	660.5
% At or above Advanced	19%	23%	11%
% At or above Proficient	41%	45%	33%
% At or above Basic	80%	79%	82%
% Below Basic	13%	8%	9%
% Far Below Basic	7%	14%	9%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	56	56	64
% of enrollment	81%	84%	80%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	346.9	340.2	659.5
% At or above Advanced	18%	23%	13%
% At or above Proficient	43%	39%	30%
% At or above Basic	77%	77%	80%
% Below Basic	16%	7%	11%
% Far Below Basic	7%	16%	9%
2. English Learners			
Number of students tested	31	28	30
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	328.5	317.4	633.5
% of enrollment	45%	42%	38%
% At or above Advanced	6%	4%	0%
% At or above Proficient	25%	25%	10%
% At or above Basic	70%	64%	63%
% Below Basic	19%	11%	20%
% Far Below Basic	10%	25%	17%
STATE SCORES			
% At or Above Proficient	36%	30%	NA

Table 5 Language Arts Assessment Results for Monterey Vista
Grade 6 California Standards Test (CST)

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
SCHOOL SCORES			
Number of students tested	65	64	84
% of enrollment	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	358	339.4	668.9
% At or above Advanced	25%	9%	11%
% At or above Proficient	56%	43%	49%
% At or above Basic	91%	81%	79%
% Below Basic	8%	8%	13%
% Far Below Basic	2%	11%	8%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	54	52	72
% of enrollment	83%	79%	85%
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	355.8	341.2	663.8
% At or above Advanced	20%	12%	6%
% At or above Proficient	55%	43%	41%
% At or above Basic	90%	83%	76%
% Below Basic	7%	8%	15%
% Far Below Basic	2%	10%	10%
2. English Learners			
Number of students tested	21	20	34
Mean Scaled Score (CST for 2001-2002 and 2002-2003) SAT 9 for (2000-2001)	328.6	308.1	651.1
% of enrollment	32%	30%	40%
% At or above Advanced	5%	0%	0%
% At or above Proficient	34%	5%	24%
% At or above Basic	86%	70%	62%
% Below Basic	10%	15%	24%
% Far Below Basic	5%	15%	15%
STATE SCORES			
% At or Above Proficient	36%	30%	NA

Table 6: Mathematics Assessment Results for Monterey Vista School
Grade 2 California Standards Test (CST)

	2002-2003	2001-2002
Testing Month	April	April
SCHOOL SCORES		
Number of students tested	74	69
Percent of students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Mean Scaled Score	365.6	372.9
% At or above Advanced	28%	26%
% At or above Proficient	60%	54%
% At or above Basic	74%	80%
% Below Basic	22%	19%
% Far Below Basic	1%	1%
SUBGROUP SCORES		
1. Economically Disadvantaged		
Number of students tested	58	56
% of enrollment	78%	80%
Mean Scaled Score	355.2	367.9
% At or Above Basic	74%	79%
% At or Above Proficient	57%	54%
% Advanced	24%	27%
2. English Learners		
Number of students tested	43	36
Mean Scaled Score	350.8	364.6
% of enrollment	58%	51%
% At or Above Basic	75%	75%
% At or Above Proficient	54%	44%
% Advanced	19%	25%
STATE SCORES		
% At or Above Proficient	53%	43%

Table 7: Mathematics Assessment Results for Monterey Vista
Grade 3 California Standards Test (CST)

	2002-2003	2001-2002
Testing Month	April	April
SCHOOL SCORES		
Number of students tested	65	65
Percent of students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Mean Scaled Score	365	344.6
% At or above Advanced	26%	22%
% At or above Proficient	61%	45%
% At or above Basic	76%	71%
% Below Basic	22%	20%
% Far Below Basic	2%	9%
SUBGROUP SCORES		
1. Economically Disadvantaged		
Number of students tested	50	51
% of enrollment	77%	78%
Mean Scaled Score	354.9	332.7
% At or Above Basic	74%	67%
% At or Above Proficient	54%	38%
% Advanced	20%	20%
2. English Learners		
Number of students tested	27	37
Mean Scaled Score	348.4	324.5
% of enrollment	42%	57%
% At or Above Basic	78%	65%
% At or Above Proficient	56%	35%
% Advanced	19%	16%
STATE SCORES		
% At or Above Proficient	45%	38%

Table 8 Mathematics Assessment Results for Monterey Vista School
Grade 4 California Standards Test (CST)

	2002-2003	2001-2002
Testing Month	April	April
SCHOOL SCORES		
Number of students tested	64	63
Percent of students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Mean Scaled Score	358.9	344.6
% At or above Advanced	30%	22%
% At or above Proficient	52%	49%
% At or above Basic	72%	68%
% Below Basic	19%	24%
% Far Below Basic	9%	8%
SUBGROUP SCORES		
1. Economically Disadvantaged		
Number of students tested	50	52
% of enrollment	78%	81%
Mean Scaled Score	341	342.6
% At or Above Basic	70%	67%
% At or Above Proficient	44%	48%
% Advanced	18%	21%
% Below Basic		
2. English Learners		
Number of students tested	33	29
Mean Scaled Score	357.2	346.6
% of enrollment	52%	45%
% At or Above Basic	78%	68%
% At or Above Proficient	54%	58%
% Advanced	24%	17%
STATE SCORES		
% At or Above Proficient	46%	37%

Table 9

Mathematics Assessment Results for Monterey Vista
Grade 5 California Standards Test (CST)

	2002-2003	2001-2002
Testing Month	April	April
SCHOOL SCORES		
Number of students tested	69	66
Percent of students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Mean Scaled Score	384.4	380.9
% At or above Advanced	30%	33%
% At or above Proficient	63%	57%
% At or above Basic	73%	72%
% Below Basic	13%	18%
% Far Below Basic	13%	9%
SUBGROUP SCORES		
1. Economically Disadvantaged		
Number of students tested	56	57
% of enrollment	81%	85%
Mean Scaled Score	387.2	377.1
% At or Above Basic	75%	72%
% At or Above Proficient	64%	56%
% Advanced	34%	30%
2. English Learners		
Number of students tested	31	29
Mean Scaled Score	375.3	340.6
% of enrollment	45%	43%
% At or Above Basic	74%	66%
% At or Above Proficient	68%	42%
% Advanced	26%	21%
STATE SCORES		
% At or Above Proficient	35%	30%

Table 10

Mathematics Assessment Results for Monterey Vista
Grade 6 California Standards Test (CST)

	2002-2003	2001-2002
Testing Month	April	April
SCHOOL SCORES		
Number of students tested	65	64
Percent of students tested	100%	100%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Mean Scaled Score	390.7	375.5
% At or above Advanced	35%	31%
% At or above Proficient	69%	62%
% At or above Basic	89%	78%
% Below Basic	11%	16%
% Far Below Basic	0%	6%
SUBGROUP SCORES		
1. Economically Disadvantaged		
Number of students tested	54	52
% of enrollment	83%	79%
Mean Scaled Score	386.3	379.9
% At or Above Basic	88%	81%
% At or Above Proficient	68%	64%
% Advanced	31%	33%
2. English Learners		
Number of students tested	21	20
Mean Scaled Score	353	341.5
% of enrollment	32%	30%
% At or Above Basic	80%	65%
% At or Above Proficient	47%	40%
% Advanced	14%	20%
STATE SCORES		
% At or Above Proficient	34%	33%

Table 11: Mathematics Assessment Results for Monterey Vista School
Grade 2 Stanford 9 (SAT 9)

	2000-2001	1999-2000	1998-1999
Testing Month		May	May
SCHOOL SCORES			
Number of students tested	64	55	78
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
NPR for "Avg." Student Score	60	66	59
% Scoring above 25 th NPR	81%	89%	81%
% Scoring at or above 50 th NPR	64%	69%	58%
% Scoring above 75 th NPR	33%	35%	36%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	49	45	65
NPR for "Avg." Student Score	57	65	59
% Scoring above 25 th NPR	82%	87%	82%
% Scoring above 50 th NPR	61%	67%	55%
% Scoring above 75 th NPR	27%	36%	38%
2. English Learners			
Number of students tested	35	31	41
NPR for "Avg." Student Score	57	66	56
% Scoring above 25 th NPR	80%	87%	78%
% Scoring above 50 th NPR	63%	71%	56%
% Scoring above 75 th NPR	26%	35%	37%

Table 12: Mathematics Assessment Results for Monterey Vista
Grade 3 Stanford 9 (SAT 9)

	2000-2001	1999-2000	1998-1999
Testing Month	April	May	May
SCHOOL SCORES			
Number of students tested	60	74	81
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
NPR for "Avg." Student Score	61	65	59
% Scoring above 25 th NPR	85%	84%	83%
% Scoring at or above 50 th NPR	55%	66%	58%
% Scoring above 75 th NPR	38%	34%	28%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	53	65	69
NPR for "Avg." Student Score	59	63	61
% Scoring above 25 th NPR	83%	82%	84%
% Scoring above 50 th NPR	53%	62%	59%
% Scoring above 75 th NPR	36%	32%	28%
2. English Learners			
Number of students tested	28	31	41
NPR for "Avg." Student Score	53	54	54
% Scoring above 25 th NPR	75%	84%	80%
% Scoring above 50 th NPR	50%	55%	54%
% Scoring above 75 th NPR	29%	26%	22%

Table 13

Mathematics Assessment Results for Monterey Vista School
Grade 4 Stanford 9 (SAT 9)

	2000-2001	1999-2000	1998-1999
Testing Month	April	May	May
SCHOOL SCORES			
Number of students tested	65	84	78
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
NPR for "Avg." Student Score	63	53	48
% Scoring above 25 th NPR	80%	68%	72%
% Scoring at or above 50 th NPR	63%	52%	55%
% Scoring above 75 th NPR	38%	33%	29%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	55	70	67
NPR for "Avg." Student Score	59	55	44
% Scoring above 25 th NPR	76%	71%	70%
% Scoring above 50 th NPR	58%	54%	51%
% Scoring above 75 th NPR	35%	33%	24%
2. English Learners			
Number of students tested	27	34	26
NPR for "Avg." Student Score	49	36	26
% Scoring above 25 th NPR	70%	59%	54%
% Scoring above 50 th NPR	56%	32%	27%
% Scoring above 50 th NPR	22%	12%	12%

Table 14

Mathematics Assessment Results for Monterey Vista
Grade 5 Stanford 9 (SAT 9)

	2000-2001	1999-2000	1998-1999
Testing Month	April	May	May
SCHOOL SCORES			
Number of students tested	76	81	61
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
NPR for "Avg." Student Score	65	66	62
% Scoring above 25 th NPR	82%	81%	75%
% Scoring at or above 50 th NPR	70%	67%	62%
% Scoring above 75 th NPR	38%	43%	38%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	64	72	45
NPR for "Avg." Student Score	63	64	64
% Scoring above 25 th NPR	81%	81%	73%
% Scoring at or above 50 th NPR	69%	64%	64%
% Scoring above 75 th NPR	34%	42%	42%
2. English Learners			
Number of students tested	30	31	19
NPR for "Avg." Student Score	48	46	52
% Scoring above 25 th NPR	73%	74%	63%
% Scoring at or above 50 th NPR	53%	42%	47%
% Scoring above 75 th NPR	23%	19%	26%

Table 15

Mathematics Assessment Results for Monterey Vista
Grade 6 Stanford 9 (SAT 9)

	2000-2001	1999-2000	1998-1999
Testing Month	April	May	May
SCHOOL SCORES			
Number of students tested	84	61	74
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
NPR for "Avg." Student Score	77	66	51
% Scoring at 25 th NPR	88%	80%	70%
% Scoring at or above 50 th NPR	76%	62%	57%
% Scoring above 75 th NPR	58%	41%	27%
SUBGROUP SCORES			
1. Economically Disadvantaged			
Number of students tested	72	48	60
NPR for "Avg." Student Score	73	69	51
% Scoring above 25 th NPR	86%	85%	70%
% Scoring at or above 50 th NPR	72%	63%	58%
% Scoring above 75 th NPR	53%	42%	28%
2. English Learners			
Number of students tested	34	18	29
NPR for "Avg." Student Score	66	50	45
% Scoring above 25 th NPR	82%	72%	69%
% Scoring at or above 50 th NPR	68%	28%	52%
% Scoring above 75 th NPR	41%	22%	21%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TESTS 9TH EDITION

Language Arts

Grade: 2nd Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table A**

Number of students who took the test Refer to **Table A**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table A

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	54	46	44
Number of students tested	64	55	78
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	52	42	43
Number of students tested	49	45	65
2. English Learners			
Score	49	40	36
Number of students tested	35	31	41

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Language Arts

Grade: 3rd Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table B**

Number of students who took the test Refer to **Table B**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table B

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	33	36	31
Number of students tested	60	74	81
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	32	34	33
Number of students tested	53	65	69
2. English Learners			
Score	19	24	23
Number of students tested	28	31	41

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Language Arts

Grade: 4th Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table C**

Number of students who took the test Refer to **Table C**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table C

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	54	39	32
Number of students tested	64	83	78
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	51	40	29
Number of students tested	54	70	67
2. English Learners			
Score	38	24	12
Number of students tested	26	34	26

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Language Arts

Grade: 5th Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table D**

Number of students who took the test Refer to **Table D**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table D

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	57	55	35
Number of students tested	76	81	61
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	56	50	35
Number of students tested	64	72	45
2. English Learners			
Score	30	28	23
Number of students tested	30	31	19

ASSESSMENTS REFERENCED AGAINST NATIONAL NORM
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Language Arts

Grade: 6th Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table E**

Number of students who took the test Refer to **Table E**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table E

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	57	46	37
Number of students tested	84	61	74
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	51	47	38
Number of students tested	72	48	60
2. English Learners			
Score	38	25	21
Number of students tested	34	18	29

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Mathematics

Grade: 2nd

Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996

Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table F**

Number of students who took the test Refer to **Table F**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table F

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	60	65	59
Number of students tested	64	74	78
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	57	65	59
Number of students tested	49	45	65
2. English Learners			
Score	57	66	56
Number of students tested	35	31	41

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Mathematics

Grade: 3rd Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table G**

Number of students who took the test Refer to **Table G**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table G

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	61	65	59
Number of students tested	60	74	81
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	59	63	61
Number of students tested	53	65	69
2. English Learners			
Score	53	54	54
Number of students tested	28	31	41

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Mathematics

Grade: 4th Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table H**

Number of students who took the test Refer to **Table H**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

Table H

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	63	53	48
Number of students tested	65	84	78
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	59	55	44
Number of students tested	55	70	67
2. English Learners			
Score	49	36	26
Number of students tested	27	34	26

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Mathematics

Grade: 5th Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table I**

Number of students who took the test Refer to **Table I**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Table I

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	65	66	62
Number of students tested	76	81	61
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	63	64	64
Number of students tested	64	72	45
2. English Learners			
Score	48	46	52
Number of students tested	30	31	19

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STANFORD ACHIEVEMENT TEST, 9TH EDITION

Mathematics

Grade: 6th

Test: Stanford Achievement Test Series, 9th Edition

Edition/publication year: 1996

Publisher: Harcourt Educational Measurement

Number of students in the grade in which the test was administered Refer to **Table J**

Number of students who took the test Refer to **Table J**

What groups were excluded from testing? Why, and how were they assessed? : NA

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

Table J

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	77	66	51
Number of students tested	84	61	74
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
Score	73	69	51
Number of students tested	72	48	60
2. English Learners			
Score	66	50	45
Number of students tested	34	18	29

For the state criterion referenced tests California Standards Test (CST), it is based on scaled score ranges for CST Performance Standards by subject area and grade level. There are five standards level for California which are as follows: far below basic, below basic, basic, proficient and advanced. The standards for each level is based on a scaled score range that varies among the grade levels from 2nd through 11th. For elementary grades, the following is the ranges for English Language Arts and Mathematics:

To be considered to be minimally proficient, the lowest scaled score would be 350 from 2nd grade through 6th grade. For advanced, it would vary from a score of 402 in grades 2-3, 393 for grade 4, 395 for grade 5 and 394 for grade 6. The maximum score for advanced is 600 for grades 2 through 6.

<i>Grade</i>	<i>Far Below Basic</i>	<i>Below Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
2	150-261	262-299	300-349	350-401	402-600
3	150-258	259-299	300-349	350-401	402-600
4	150-268	269-299	300-349	350-392	393-600
5	150-270	271-299	300-349	350-394	395-600
6	150-267	268-299	300-349	350-393	394-600